**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.OA.1**  **The Envision Lesson: Envision Lesson 9-7 Problem Solving: Two-Question Problems** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Students might only solve one of the two-part questions then stop.  Students might be confused as to what the problem is asking them.  Students might forget to use the combine the first answer with the second part. | New word: addend Review: sum, equal, plus/add, order number sentence |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Daily Spiral review*  *Problem of the day: a review of a one-part problem* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Create a word web with examples and non-examples write in math journal. 2. How will you provide multiple opportunities for vocabulary to be used in context? Create their own number sentence, as pair share partners each labels the other partners sentence. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *• Post a story problem on the board, read while students follow with eyes.*  *• What do you notice about the problem? (it asks two questions)*  *•Tell students: It is a two-part question The answer to the first question is needed in order to answer the second question.*  *• Model how to solve the problem. (part-part-whole method) Ask for additional strategies to solve. Repeat* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *• Post another story problem*  • Children work in pairs Use the *part-part-whole model*  *• Do we need to add or subtract to get the answer?*  *• What number sentence should we write to answer the first part of this problem?*  *• What information do you need to answer the second part of this question?*  *• What number sentence did you write for the second question?*  *• Find answer* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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